

The Newsletter of Youth Participation in Education Projects
12 Brooke Street, Northcote 3070 Victoria Australia

CONNECT

JUNE 1982

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AdVISE

YOUTH PARTICIPATION PROJECT

COMMUNITY SERVICE PROGRAM

EXPERIENCE

Goals and procedures
discussed through group
meetings.

YOUTH PARTICIPATION PROJECT

COMMUNITY SERVICE PROGRAM

EXPERIENCE

AdVISE

Involve students in a
project that maximises
their role and
benefit to the community.

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Peter Cole

This article was originally published in two issues of AdVISE, the newsletter of the Advisory Services and Guidance Branch of the Victorian Institute of Secondary Education. Part 1 appeared in AdVISE No. 29 (May 1982) and Part 2 in No. 30 (June 1982).

Youth participation projects have been advocated by critics of educational and welfare environments for many years. However, little serious attention and funding have been given to exploring the viability of youth participation projects as a means for assisting young people to define their role in society. Indeed it appears that in the past many schools have not seriously analysed the roles that they provide for the young people in their care and few seem to have developed suitable strategies for redressing what might be identified as inadequate role experiences for their students. It now seems however, that many more schools are starting to analyse and express a desire to change the role experiences of students participating in their programs of youth participation project as one strategy in this process.

These changes also brought forth change in the nature and function of schooling. Adults moved out into the workplace, and more assumed the place in the family, the young could learn remain but the settings where the young could learn have been excluded from which they could learn remain but the young themselves have been excluded (Coleman 1972:5).

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AdVISE

Youth Participation Projects: Possibilities and limitations

AdVISE

The proposition put forward by Coleman was that both the family and workplace have changed in such a way as to seriously impede the development of responsible adult roles in youth. He argues that the function of the family has declined with the shift of productive activity out of the home and into the 'workplace' and with the increasing tendency for both partners to work (or for the female's principal occupation no longer to be housework). Similarly changes in the workplace (eg from small to large organisations, from informal to formal hiring policies, laws against employing youth, and so on) have resulted in it being less available and less useful to young people. These changes have led both to become less useful as settings where the young can learn. In the family and in occupational institutions, the young could learn remain but the settings where the young could learn have been excluded from which they could learn remain but the young themselves have been excluded (Coleman 1972:5).

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This issue:

A number of publications has arrived at CONNECT this year. In this issue, we catch up on reviewing and listing some of these. They are characterised by being ACTION publications i.e. not just about possibilities, but about things that are actually happening in schools and elsewhere.

We've also included extracts from other publications and these are used with acknowledgements to:

Advisory Services and Guidance Branch of VISE for Peter Cole's article pp 3-7;
The Hitch-hiker's Guide to Student Government for the extract on p. 10;
The Age Monday Job Market (31.5.82) for the article on RAK;
The Age Green Guide (4.5.82) for the article on 3CR's Children's Program.

The next issue is due in August - deadlines for articles are the middle of July. I would also be interested to visit any projects while on leave during the remainder of 1982.

Roger Holdsworth

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CORRECTION:

Article 093: A Media Studies Course was listed in last CONNECT's photocopy list. This was a draft course and Graeme Patterson from 2WEB-FM has asked that it not be circulated until it's in its final form. It is hereby withdrawn from the list; we'll let you know when the final document becomes available. Apologies to all concerned.

ARGHHH...

Youth participation projects: possibilities and limitations

Peter Cole

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Youth participation projects have been advocated by critics of educational and welfare environments for many years. However, little serious attention and funding have been given to exploring the viability of youth participation projects as a means for assisting young people to define their role in society. Indeed it appears that in the past many schools have not seriously analysed the roles that they provide for the young people in their care and few seem to have developed suitable strategies for redressing what might be identified as inadequate role experiences for their students. It now seems, however, that many more schools are starting to analyse and express a desire to change the role experiences of students and are looking to some form of youth participation project as one strategy in this change process.

This paper explores some of the rationales that are advanced in support of the notion of providing 'new roles' for young people and offers some cautions about the kinds of outcomes and processes that are often advanced under the banner of 'youth participation'.

Some perspectives on the role of youth

One analysis of the changing role of youth in society has been carried out by James S. Coleman. Coleman chaired a committee that sought to examine the opportunities for young people to develop to adulthood. The intention of the committee was 'to stimulate the search for institutional interventions which will ensure that youth acquire the capabilities for fulfilling the demands and opportunities they will confront as adults, and thereby gain the self-esteem and self-fulfilment all persons need' (Coleman 1974:7).

A monograph prepared by Coleman (1972) sought to examine the current and changing roles of the school, family and workplace in the development of young people into adults.

The proposition put forward by Coleman was that both the family and workplace have changed in such a way as to seriously impede the development of responsible adult roles in youth. He argues that the function of the family as a source of occupational learning has declined with the shift of productive activity out of the home and into the 'workplace' and with the increasing tendency for both partners to work (or for the female's principal occupation no longer to be housework). Similarly changes in the workplace (eg from small to large organisations, from informal to formal hiring policies, laws against employing youth, and so on) have resulted in it being less available and less useful to young people. 'These changes in the family and in occupational institutions have led both to become less useful as settings where the young can learn. In the family, the young remain, while the activities from which they could learn have moved out; in the workplaces, the activities from which the young could learn remain, but the young themselves have been excluded' (Coleman 1972:5).

These changes also brought forth changes in the nature and function of schooling. As adults moved out into the workforce, schooling more and more assumed the responsibility for supplanting the kinds of learning that previously took place in the home. This transformation of the school, in response to transformations in society, led to a massive enlargement of the student role of young persons. This role now constitutes the major portion of a person's youth and (a point which is central to Coleman's analysis) it is not one of taking action and experiencing consequences. 'It is a relatively passive role, always in preparation for action, but never acting' (Coleman 1972:7).

Coleman (1972:9) asserts that the increased length of schooling and the inability of schools to provide learning about work, how to function in society, how to be parents, how to take care of and assume responsibility for others (non-intellective aspects of education), result in a sacrifice of opportunities that are necessary for transforming a child into an adult.

Another viewpoint about the role of young people in society is provided by Professor Arthur Pearl. Pearl first came to the attention of Australian educationalists in the early 1970s when he published *The Atrocity of Education*. In this book Pearl (1972) strongly criticised secondary schools (and many of

the 'reforms' that were being advanced as solutions to the numerous deficiencies of the schooling system) and he proposed a new approach to education: an approach that had as its goal the preparation of youth to assume a responsibility for reshaping human roles in work, politics, culture, leisure and personal relationships. In a later book, *The Value of Youth*, Pearl (1978) restates many of the themes advanced by Coleman (1972). 'If youth are to be valued they must be of the society - participants, not recipients' (1978:24). Unlike Coleman however Pearl offers a critical appraisal of the kind of society young people are expected to function in and he does not see the 'problem' of the development from youth to adulthood as only lying in the dimension of the need to experience adult-like roles. He argues that to value young people 'we must provide them with knowledge and experiences that allow them both to negotiate and to change the system in which they live' (Pearl 1978:224). Pearl's focus for criticism extends beyond the school to society. He argues that young people are devalued, that society provides them with 'few acceptable social roles and not enough important work' and that schooling contributes to this devaluation and retards the working through of possible solutions to these circumstances (Pearl 1978:17-18).

A further perspective on the experiences of particular sub-groups of youth in society can be gained from an analysis of various statistics that highlight their position in our society. For example, nearly one in five young people is unemployed; young people who leave school at or before 15 years of age are liable to unemployment rates in excess of 30 percent; the average duration of unemployment is close to seven months; one in three young people will live at some time in their life in a one-parent family; full-time employment opportunities for young people peaked in 1966 and have declined steadily since then; youth drug-taking has increased; youth homelessness appears to be on the increase and so on. Social indicators relating to the particular situation of various young people can be found in Connell et al (1975), Windschuttle (1979) and the Commission of Inquiry into Poverty (1975).

Thus, although it may not be acknowledged or recognised by many teachers, the viewpoints expressed by Coleman (1972, 1974) and Pearl (1978) have exerted a significant degree of influence on perspectives of the relationship between youth and school and school and society. Their writing has also contributed to setting a climate in which schools are starting to question the kinds of experiences that they should be providing for young people. For example, it now appears that many schools believe that

there is a need to provide young people with some structured experience of the workforce (ie work experience programs). It also appears that the development of these programs has resulted from the perception that groups of young people today are finding it increasingly difficult to establish themselves within society. This perspective has also contributed to the argument (Cole 1981) that youth-oriented programs located in the workplace ought to enable young people to gain some appreciation and understanding of how various aspects of society operate and provide them with a range of opportunities to take decisions and assume degrees of responsibility.

Some comments on these perspectives

Such perspectives have, however, been criticised because of their naivety. It is argued (Carnoy and Levin 1976) that schools play a significant part in socialising young people for the particular roles they will assume in the workforce and society. Carnoy and Levin (1976:244) assert that the problems of youth dissatisfaction with both school and work are more directly related to the alienating environments of both work organisations and schools than, as Coleman suggests, to inadequate socialisation.

It also appears that Coleman is suggesting that at some stage in the past there was a golden age for young people when they were valued, respected and encouraged to exert control over their lives. There appears to be little evidence to support this supposition. Similarly, there is a danger in generalising from the term 'youth' and thus implying that the experiences of individual young people are undifferentiated. Indeed, it is argued (Allen 1968) that in 'societies with economic, political, religious, regional and ethnic differentiation the social position of youth is not a unitary phenomenon'. That is, not all young people share the same experiences or the same intensity of experience and even if a congruence of experience does occur (eg exclusion from positions of influence) their responses to these shared experiences cannot be assumed to be uniform. Thus to develop an argument based on the notion of an undifferentiated youth culture may not be in the best interests of all young people since clearly their concerns and perceptions are unlikely to be in accord. Notwithstanding this, some generalisations about young people appear to have fairly widespread validity (as gauged from empirical data) and as such, provide signposts to the kinds of support that would be valued by particular groups of young people.

These criticisms and concerns need to be acknowledged by advocates of youth oriented programs and they should help to clarify the limits and possibilities of these

programs. They should not however be cited as a reason for taking no action or as a reason for adopting a cynicism towards attempts to reform the kinds of roles that particular groups of young people appear to experience within schools and within the community. Clearly there is ample scope for enhancing the experiences typically assigned to many young people within our society and for offering them greater opportunities to participate in valued, positive and responsible activities.

The above discussion helps to provide a basis for the advocacy of youth participation programs within schools. Furthermore, several pedagogical rationales strongly support the kinds of principles that are embodied in youth participation programs and support the notion that these programs have a legitimate role to play in the education of young people. Indeed, much of the writing of 'progressive' educationalists expresses concern about the passive, dependent roles that they feel many young people tend to be given whilst at school. For example Holly (1973:43) believes that: 'Significant change in schools is only brought about when the teacher ceases to be a dispenser of arbitrary knowledge and the pupil ceases to be a mere passive recipient going through the motions of following a predetermined course'. Boomer (1978) promotes the need to have a negotiated curriculum and laments the fact that although schools profess to be dedicated to the promotion of the child's power to learn, and ultimately to learn independent of instruction and guidance, they often fail to give students any opportunities to develop these attributes.

Drawing on the work of Pearl, Knight (1979) believes that too often schools 'are a means to socialise young people to laws and to the accepted order of the social structure'. In advocating curriculum change Knight states that 'social problems have reached such a severity, that education for social change is not only realistic, but becomes the only possible education'. Each of the above writers however is calling not just for a school to adopt a particular program or project that involves young people in a substantially different way to the role that many are generally given in traditional education settings. They are saying that, ideally, all aspects of a young person's education would be socially, politically and personally relevant and that the negotiated process of learning would be challenging and provide young people with opportunities to contribute to improving their community and the well-being of others.

Such a reorientation of schooling has been advocated by numerous educational 'reformers' throughout the decades of compulsory schooling. It is also obvious that these advocates appear to have had little effect on the day to day administration of schools and the processes of teaching that

are adopted. Hence, some of today's 'reformers' are advocating a somewhat more tangible, and less ambitious, restructuring of the school experiences of young people. This restructuring can be evidenced by the growing network of youth participation projects in schools.

Changing student roles

Cole (1981) outlines some of the projects schools have adopted in an attempt to provide young people with new experiences and responsibilities. These school-based projects include involving young people in such things as peer or cross-age tutoring, the production of community newspapers and radio broadcasts, running after-school youth groups, staffing crèches, improving local environments, researching community concerns and so on.

Knight (1980), reiterating the sentiments expressed earlier in this article, emphasises that the purpose of these projects is to allow young people to develop and demonstrate competencies to:

- function as participants with adults in the planning and the resolution of problems in school and community settings
- learn the processes of debate, discussion and decision-making in group structures
- initiate and plan human service activities
- link academic content and learning in order to deal with important social issues

It is also possible to indicate some of the various ways in which a school-connected youth participation program may operate (Kohler and Dollar 1978). It is possible that the program could be:

- a class specifically designated as a youth participation project group
- a unit within an established course (eg a full-time project of limited duration or one that takes up weekly class time) (student radio)
- a free period or out of school hours project (recreation project)
- a co-operative arrangement run jointly by the school and a community group or individual (parent and student tutoring scheme)
- an outside agency operating the program within the school involving students (counselling services)
- an outside agency operating the program in the community with students invited to participate (community newspaper)
- a term holiday program operated by the school (activities program)
- a term holiday program run by an outside agency (crèche)
- a program initiated and run by youth at a time they designate or expropriate (options, sport or club programs).

Kohler and Dollar (1978) describe some of the most commonly occurring program types. Broadly speaking the form that these programs generally take can be classified into the following four models:

- helping service to others (ie where there is direct contact between youth and those being served) eg working with elderly people, pre-school children, retarded or handicapped children or adults, hospitalised people and peers
- service to the community (ie an activity of benefit to the community) eg videotape of welfare services or tenants' rights, radio program, community newspaper, environmental improvement, collection of oral history
- social action (ie a program that focuses attention on changes or ameliorates a specific problem or issue) eg establishing the need for emergency housing, researching industrial accidents or outcomes for school leavers, and monitoring environment (eg water pollution) with the intent of highlighting issues and when feasible taking action
- community internship (ie similar to work experience program relationships but with an emphasis on sharing tasks and responsibilities rather than job sampling).

As the above examples indicate, many of the community or school needs that young people may deal with are often needs not addressed by other agencies or are not high in the priority of things that the community or society is willing, or feels able, to pay for. As Dollar (1975) indicates, they may involve tasks that would be tedious or low-paying as careers, but could be turned into rewarding short-term experiences. It may be valid to experience seemingly menial tasks in the context of a group activity with a purpose that goes beyond the work itself (eg experience working co-operatively to fulfill someone's need). That is to say some activities may not necessarily be intrinsically valued but the processes through which they emerge, are developed and are brought to a conclusion (eg joint research, analysis and action) may be most rewarding for those involved.

Cautions about youth participation

Youth participation projects may help to raise awareness of particular problems, (be they social, political, economic or personal in nature) and may seek to provide youth with some opportunities to contribute to the improvement or resolution of these problems. However, one should not be over-optimistic about the capacity of youth participation projects to rectify inequalities that unfortunately form the fabric of our society (eg unequal distribution of wealth) or are seen to be a lamentable but necessary condition for some in order that others of us can enjoy a high standard of living (eg unemployment). Solutions to problems of these dimensions are not within the capacity of youth participation projects - and indeed often are not

within the capacity of most of the world's less powerful nations.

It is also possible to observe that many of the programs and practices currently adopted by schools in an attempt to involve students in decision-making and so on, generally fail in various ways to incorporate the kinds of principles or elements usually associated with youth participation (Cole 1981). Included in this paper is a chart of some of the most commonly cited examples of programs that many schools claim cater for the 'needs' of adolescent youth. These programs or courses (ie Student Representative Council, career education program, work experience program and community service program) are contrasted with a youth participation project.

The chart indicates numerous characteristics of these programs (eg program objectives, rationale for student participation, scope for student learning, student role, student selection, program goals, community contact and so on) and contrasts these between the various programs. Although the chart's analysis and generalisations may not reflect accurately the nature of a particular program in a particular school, it does offer some insights that are valid and that can be supported by numerous examples. The chart attempts to provide a selected overview of student-oriented programs and describes the major characteristics and emphases of 'youth participation' projects in schools. As they presently operate, most of these programs appear to fall far short of the principles espoused for youth participation (Cole 1981). It is thus possible to indicate some characteristics that are not compatible with youth participation projects.

A youth participation project is not

- designed exclusively for the academically gifted or for those who are seen as being academically weak
- sending large numbers of students into the community with little preparation and guidance
- drafting students into activities over which they have no control or choice
- engaging students in trivial or demeaning work in a school, community or industry setting
- a peer group clique that is given certain liberties and privileges because of its members' seniority or maturity
- an activity unsupported by committed and sympathetic adults
- providing experiences but forgoing to provide reflection and evaluation procedures involving youth and other participants
- a course or a program that disqualifies students from continuing with their formalised education.

Conclusion

If schools are serious about providing students with experiences that seek to develop their ability to co-operate with others, to analyse and assess information, to make decisions, to adapt to unfamiliar circumstances, to organise, to communicate in writing and orally and so on, their programs must be planned in such a way that these attributes are able to be developed, utilised and valued. Youth participation projects are one strategy for doing this as they provide a 'unique blend of active participation, the exercise of real responsibility with accountability, and the provision for guided, critical reflection on experience' (Kohler and Dollar 1975:186).

Furthermore, overseas experience (Pearl 1978) indicates that young people can contribute to the resolution of particular localised problems; can contribute to an enrichment of the life of a community; can help to relieve the personal suffering, loneliness and alienation that is felt by individuals within a community; and so on. At present, however, it appears that there are very few opportunities for substantial numbers of young people to assume responsible and caring roles within both their school and community environments.

It is argued that schools do have a role to play in providing programs for young people that enable them to exhibit competencies and be engaged in meaningful and challenging activities. Such a development, incidentally, might not only meet the needs of many of our young people but it may also address many societal needs. Few other programs in schools could lay claim to that dual achievement.

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CHARACTERISTICS PROGRAM	STUDENT REPRESENTATIVE COUNCIL	CAREER EDUCATION PROGRAM	WORK EXPERIENCE PROGRAM	COMMUNITY SERVICE PROGRAM	YOUTH PARTICIPATION PROJECT
Program objectives	Expose students to and involve them in decision-making/democratic process.	Preparation of students for future employment and educational decisions	Help students gain specific or broad view of a particular job or employment-related issue.	Expose students to and involve them in welfare/caring roles in the community	Involve students in a project that maximises decision-making role and co-operative endeavour to achieve group defined goals.
Rationale for student participation	Encourage student contribution to school policy making process.	Opportunity to focus student attention on future employment and educational prerequisites.	Opportunity for job testing or job sampling.	Develop student altruism and sense of community responsibility.	Develop decision-making skills, sense of worth, accountability for actions. Involvement in purposive activity.
Scope for student learning	Meeting procedure, school politics, debating and negotiating skills.	Cognitive development aimed at the clarification of future employment or educational options.	Practical tasks given to students, vocationally specific or general employment-related data gathered.	Person to person skills developed. Practical tasks performed.	Organisational and person to person skills developed. Practical and theoretical tasks performed.
Student role	Narrowly defined role; articulate student perceptions/concerns. Contribute to policy discussions. Role only open to a small number of students.	Teacher defined role. Typical student/teacher relationships and traditional teaching processes. Dependent	Teacher/employer defined role. Given tasks similar to new job applicant. Scope for independent and/or co-operative activity. Generally dependent.	Teacher/agency defined role. Tasks as assigned by teacher or welfare agency. Scope for independent and/or co-operative activity. Generally co-operative.	Group defined role. Individual contribution defined through negotiation. Scope for independent and/or co-operative activity. Generally co-operative.
Student selection	Limited to a small number. Generally most articulate, mature students.	Open to all students. Often limited to Year 10 and 11 or potential early school leavers.	Open to all students in Year 9 and above (or all students over 12 years of age). Often limited to Year 10 and potential early school leavers.	Open to all students. Often limited to Year 10 and 11 or potential early schools leavers.	Open to all students. Should not be limited to potential early school leavers.
Responsibility for activity/program being established and developed	May be student impetus for introduction, however generally adult devised and developed	Teacher responsibility for program establishment and development without reference to students	Teacher responsibility for program establishment and development without reference to students	Teacher responsibility for program establishment and development without reference to students	Teachers and students share responsibility and commitment for the establishment and development of the project.

CHARACTERISTICS PROGRAM	STUDENT REPRESENTATIVE COUNCIL	CAREER EDUCATION PROGRAM	WORK EXPERIENCE PROGRAM	COMMUNITY SERVICE PROGRAM	YOUTH PARTICIPATION PROJECT
Program goals and administration	Goals and procedures established by teacher/adult without reference to youth.	Goals and procedures established by teacher/adult without reference to youth.	Goals and procedures established by teacher/adult without reference to youth.	Goals and procedures established by teacher/adult without reference to youth.	Goals and procedures established through group (youth/adult) consensus.
Community contact	Limited community contact.	Limited community contact.	Intensive (not extensive) community contact.	Scope for intensive and extensive community contact.	Scope for intensive and extensive community contact.
Scope for experimenting with adult roles	Narrow role definition (ie meeting participant).	Limited scope for youth experimentation with adult roles.	Scope for youth experimenting with adult roles.	Scope for youth experimenting with adult roles.	Scope for youth experimenting with adult roles.
Reflection, interpretation and counselling regarding experience	Generally not seen to be important part of the activity.	Generally encouraged.	Although seen as important often neglected or inadequately executed.	Generally not seen as an important part of the activity.	Counselling and reflection integrated into project design at the outset.
Program evaluation	Generally not evaluated.	Teacher may evaluate program and may assess students. (Depending on the status of the program.)	Program and student evaluated by teacher/employer/parent. Basis for evaluation oriented to employment aspects.	Generally not evaluated.	Project evaluated by group. Individuals assessed by self and group on basis of previously negotiated goals.
Summary	Program unconnected to curriculum. Participation restricted to few. Contribution and processes often unsupported by counselling and reflection sessions. Status of youth participation could be quite high and role could be very demanding and rewarding (and vice versa).	Emphasis on 'preparation for action/decision-making', not on acting or making decisions. Passive, dependent status of youth. Little chance to adopt adult roles.	Great potential to provide youth with challenging experiences. However little participation by youth in goal setting, clarifying tasks and working on significant issues, problems. Quality of the experience often left to chance. Not a jointly planned activity. Very limited duration of involvement (5 days).	Great potential to provide youth with challenging experiences. However little participation by youth in goal setting, clarifying tasks and working on significant issues, problems. Quality of the experience often left to chance. Not a jointly planned activity.	Youth should be involved in planning, goal setting, and evaluating the experience. Adult-like role experimentation encouraged/fostered.

A Year 12 course in Victoria has established student participation in course construction, management and assessment as a mandatory part of the course design.

The Course is the STC (Schools Year Twelve and Tertiary Entrance Certificate) Course. From 1977 to 1980 it existed as a 'rebel' course - outside the official HSC (Higher School Certificate), but gaining much respect and acknowledgement from schools, tertiary institutions and employers.

In 1981, it was accredited as part of the HSC structure in Victoria. It has grown from 6 schools in 1977 to 22 in 1982.

VISE (582 St Kilda Rd, Melbourne 3004) has published the official Course Outline (\$3) and the STC Group (C/o VSTA, 35 Elizabeth St., North Richmond 3121) has now produced the reprinted version of *The STC Book*.

This book contains chapters on:

- * Introduction to STC
- * Course Construction
- * Student Participation
- * Course Approval
- * Descriptive Assessment
- * Evolving an STC Course
- * An STC Course in Practice

Linelle Gibson of Williamstown High School in Melbourne reviews the book:

THE STC BOOK

"Changes can be made in public schools. There are models, customers and support. Those who want public schools to survive but refuse to help make major changes should think about the dinosaurs' experience. The dinosaur did not change to meet new requirements. They are extinct."

Wayne Jennings and Joe Nathan
"Startling/Disturbing Research on
School Program Effectiveness" -
Phi Delta Kappan, March 1977.

In Victoria, a number of projects have been developed around the notion of youth participation. Funding sources include TEAC, Disadvantaged Schools Program, Innovations Program, Arts Council, Youth Sport and Recreation and even local governments. These projects have varied in their application and degree of success. Some of them may be based around an ideology or theme such as the Hastings High energy conservation theme or the Portland High walking track project based on the idea of community action. There are action-research projects which may take the form of students contributing to the resolution of community concerns as does the St Albans Tech project. There are scores of community-based youth participation projects which included producing newspapers and radio programs, cross-age tutoring and recreation aide schemes, while other programs emphasise 'hands-on' experiences for students where they may build houses or adventure playgrounds, repair bikes, paint murals or develop a rural cooperative.

I believe that such programs are a step in the right direction and a genuine attempt by some schools to change the students' role from that of a passive absorber of knowledge to that of an active learner. However they do run the danger of:

- (i) the mental-manual dichotomy;
- (ii) creating projects which keep kids busily involved in a task with no aim beyond the completion of that task;
- (iii) creating alternative courses for alternative kids.

Piecemeal approaches to curriculum change fail to answer the questions raised by Jean Blackburn, Bill Hannan and Dean Ashenden at a recent VISE Curriculum Workshop (LaTrobe University, May vacation). These questions include the idea that schools should exist foremost for developing the intellect of *all* children (and not as a sorting and sifting mechanism for universities, employers and the like). Schools should exist to integrate mental and manual work and teach socially useful knowledge. Schools should exist to enable collaborative relationships to be formed and to enable students to develop autonomy over their lives.

What processes can schools therefore develop to encourage youth participation and the concept of socially useful knowledge?

I believe from reading *The STC Book* that the STC process is one which overcomes many of the problems faced by schools trying to develop youth participation.

The book contains the philosophy, principles and process behind STC (the Schools Year Twelve and Tertiary Entrance Certificate). Unlike any handbook from VISE (Victorian Institute of Secondary Education) it does not document courses to be taught - that is a decision to be made by each school. It puts STC into the context of curriculum change, which relates not only to an alternative Year 12 but it "involves schools in particular sorts of student/teacher relationships, particular attitudes to formulating objectives and content, a particular way of going about assessment" (p. 14). It also therefore has implications for those years of Schooling prior to year 12 (and the STC Group is currently involved in a TEAC funded project to develop that).

STC resists the idea of streaming. It emphasises democratic processes and makes youth participation mandatory. It manages to take into account students' individual needs and aspirations but sees students as part of a co-operative group. Furthermore, it has established credentials which are legitimate and publicly endorsed by VISE and are recognised both by employers and other educational institutions.

A major criticism levelled at STC is that it is less academic in its approach than Group 1 (externally set and assessed) subjects. Such criticism must be questioned. The traditional competitive academic curriculum has reduced the notion of what is 'academic' to how to absorb enough knowledge to pass a public exam in order to gain entrance to a tertiary institution. Surely this notion of 'academic' is to be questioned seriously?

There are pitfalls ahead for anyone (student or teacher) who attempts STC unless a great deal of work is done before embarking on the course. It is important that all parties are aware of problems which exist, such as motivation and the guiding role of the teacher. The mere fact that the group faces these problems and openly discusses them is part of the nature of on-going negotiation and course evaluation. Hopefully, STC also puts the blame for failure in the right place i.e. on the student if s/he flouts the agreed goals and on the course when the student meets all the agreed goals and still does not improve.

Parallels can be drawn for youth participation from those theories advanced in favour of industrial democracy. Briefly, they are:

- (a) increased job (study) satisfaction;
- (b) reduced worker (student) alienation;
- (c) increased worker (student) self-esteem;
- (d) increased work efficiency and productivity;
- (e) individuals provided with support, encouragement and recognition;
- (f) reduced industrial (classroom) conflict;
- (g) socially responsible management (teachers);
- (h) more effective democratic processes in society as a whole;
- (i) improved communications between the parties involved in the industrial (educational) process;
- (j) increased organisational effectiveness.

I believe that the STC process is not only an enormous step forward in the democratising of schools but also a means of ensuring that success is a universally attainable goal for kids in schools.

Anyone who is interested in investigating the exciting possibilities offered by STC can obtain a free copy of *The STC Book* from the VSTA office, 35 Elizabeth Street, North Richmond 3121.

Linelle Gibson,
Williamstown High School.

Bibliography:

- Democracy in the Workplace, ed. Russell D. Lansbury
Youth Participation Projects, VISE Occasional Paper No. 3 - Peter Cole
Making the Difference: Schools, Families and Social Division - R W Connell, D J Ashenden, S Kessler, G W Dowsett
The Nature of Revolution - Dr Fred Emery
"Why Youth Participation Programs?" - Dr Tony Knight in *AdVISE* No 13 (July 1980)

REVIEWS & NEWS

THE HITCH-HIKERS GUIDE TO STUDENT GOVERNMENT - A Manual for Teachers

Written and compiled by Charles Kingston and Les Vozzo, West Wyalong High School, NSW.

I have been daunted by the task of reviewing this massive (174 foolscap page) volume for some time and doing justice to it. Let me give it a quick wrap up and then reproduce part of the introduction.

It's a marvellous resource book - 15 chapters crammed with concrete ideas on setting up, maintaining and training student governance. Chapters are:

1. What is Student Government?
2. Constitutions
3. Elections and Responsibilities
4. Issues and Motions
5. Meetings and Parliamentary Procedures
6. Communication
7. Motivation
8. Committees and How They Work
9. Projects and Activities
10. Workshops
11. Skills Development
12. Curriculum Development
13. Scheduling Your Time
14. Looking Towards the Future
15. Resources.

Criticisms? My major worry is with schools (read: teachers) that will pick this up as a handbook, establish the forms without the desire or process of the students for real involvement. The nominal Student Council is a well-known joke. Secondly, many of the structures outlined seem overly bureaucratic (maybe that's my experience in small schools talking) and may bog students down in the forms and niceties of committees (the properly worded motion etc) as a means of maintaining their powerless status quo. Thirdly, though this is a handbook for teachers - and its size alone means that it should sit in a school available to be consulted by anyone - there is urgently needed a shorter document outlining for students the ways in which they can go about sharing in school governance.

But the Introduction says it neatly - I'll leave the rest to that.

This manual has resulted from our experiences as Staff Advisers to Student Government at West Wyalong High School from 1978 through 1981. In this capacity we have seen many students come and go and we have seen our own ideas change.

In 1977 a Student Council existed at this school but was seen as ineffective and remote from student concerns. Activities were planned separately with little coordination between groups in the school. Seniors (Years 11 and 12) were the only students given any leadership responsibility. Juniors (Years 7 to 10) had no say.

Like many other New South Wales schools, a Prefect system existed for Year 12 and Year 11 students were traditionally responsible for organizing school socials, putting together the school magazine and functioning as House Captains for sporting events. Somehow, the mere fact that they were now "SENIOR STUDENTS" and had made the decision to return to school made them automatic candidates for new responsibility - **without any previous training**. One would think that these students had undergone some miraculous transformation from Year 10 to Year 11!

A significant group of students (then in Year 10 and approaching this awesome transition) were dissatisfied with the situation and wanted something better. It was at this point that we sat down and talked about it with the concerned students.

The suggestions of those students were for clubs to be organized by Student Council to cater for various student interests not otherwise served by the school (e.g. Film Club, Health Club, Dance Club, Sports Club, etc.) This suggested an activity-oriented Council rather than one which passively made recommendations. This is the basic idea from which evolved the present Student Government structure which is the subject of this manual.

To emphasize the change and to overcome the apathy associated with the previous student council, a change in name was introduced. As time passed, this name change took on more significance. More than just a cosmetic difference, it suggested a real substantial difference - the idea of governance as opposed to just counseling.

It must be remembered that prior to the Student Government Committee Structure being established, little or no action was taken by students. Ideas were requests for somebody else to do the work - usually the Principal or a teacher, occasionally a poor beleaguered "senior student", of whom so much was expected in the way of leadership but to whom so little was given in the way of training for leadership.

As we have discovered, that training can occur, in part through the implementation of projects carried out by Student Government, which provides a way of getting things done if it is used well. **Training must also occur through workshops, camps, classes, etc; specifically designed to instruct and guide both senior AND JUNIOR students in the techniques and values of good leadership and decision-making.**

Much of this manual is designed to assist teachers to do just that. It should be read in conjunction with the Student Government Handbook titled "Life At West Wyalong High School", published in June, 1981 as part of our Schools Commission Project.

Here we offer some guidelines - a model if you like - to follow. **However, and this point is crucial: EACH AND EVERY SCHOOL SHOULD AND MUST TAKE THE TIME TO WORK THROUGH THE PROCESS ITSELF.** The West Wyalong model is only that - an example of something that has worked reasonably well at a medium-sized New South Wales government country school. Other schools are smaller or larger, have an older or newer tradition and - most importantly - different students, different teachers and, to a greater or lesser degree, a different educational philosophy. All these things must be taken into account when the development of a Student Government is undertaken. **It is essential that the school as a whole - in particular the students - have participated in the process of creation.**

Copies may be available from: West Wyalong High School Student Government,
Dumaresq St., West Wyalong NSW 2671
Ph. (069 7212) 700

or: RASG Committee,
Orana Education Centre,
212 Darling Street, Dubbo, NSW 2830.

If not, CONNECT holds two copies - though they drift in and out on loan.



Newspapers

STOP PRESS! (\$5.25; ISBN 0 201 13931 6)

THE REPORTER (\$2.65; ISBN 0 201 13937 6)

Mount Gravatt College of Advanced Education; Addison-Wesley, Sydney, 1981.

Packages of material from the American Newspapers in Education (NIE) group land on my desk regularly. They are the attempts of the American Newspaper Publishers' Association to extend newspaper readership and sales within schools. I've been struck by two things, I guess: the uncritical acceptance of the present state of newspapers, and the passivity of the approaches encouraged.

Media Studies courses are open to similar criticisms. The class can either start from looking at the press or it can start by making a paper.

In a sense, these two books try to have it both ways. "Stop Press!" is a useful overview of the history and structure of newspapers in Australia. There are sections on "Australia's First Newspaper", on the function of papers, an extensive section on the components of a paper and finally some comments on the language of the press. It's a very clear and concise account, well written, illustrated by examples and engagingly presented. It aims apparently at upper primary school grades, though could be well used into junior secondary school classes.

What's missing, though, is any hint of an analysis of power - who makes the decisions, the selection of items, their presentation, bias, media monopolies and so on. Too young to take it? I don't think so. The booklet presents an impression of the impartial, disinterested paper, seeking only the absolute truth. And that's as controversial a view of the world as any other account.

"The Reporter" is from the same series: The Mount Gravatt Reading Series (A Developmental Language Reading Program) and provides an interesting contrast.

Firstly, it's aimed at activity - it basically teaches primary school students how to go about getting a paper together, the decisions that have to be made, the allocation of tasks and roles and so on. Some of this presentation is quite sophisticated (flow charts, proofreader's marks) but it is all direct and practical. Only the final section on the physical processes of production is hurried and rather inadequately dealt with for a class wanting to leap into print. And given that it still exists within the constraints of an "ideal world" view, this could be a useful booklet for introducing younger students to the processes through which they'll go in producing their own newspaper.

Baltara

EDUCATION AND DETAINED YOUTH: Curriculum for Youth Competence and Community Linkage.

A Report from Primary Area Study Team Six; a project with LaTrobe University School of Education.

Centre for the Study of Urban Education, LaTrobe University, Bundoora 3083; \$3.00 (\$3.50 post-paid), ISBN 0 85816 279 2.

Baltara is a Youth Reception Centre in Parkville, Victoria. In the introduction to this report, Tony Knight sets the context:

The question of whether it is possible to educate young people within a security or custodial institute is one of the basic questions asked by the staff Development and Research Team at Baltara during their B.Ed. course 1979-1980.

Is it possible to educate youth, and keep them under maximum or minimum security both at the same time. Are both these forces incompatible theoretically? Depending on the answer, what then becomes the curriculum and process of such institutions?

The team of eight teachers has presented a report which advances a curriculum model based around youth participation elements: ... a formative experience which values youth within a context of community participation. (p. ii).

As well as a general section on processes of planning, implementing and evaluating a curriculum model, there are chapters on the particular programs planned: Community Linkage, Drama, Radio Monitoring, Rock Clinic, Student Journalism, Pre-Driver Education and Work Experience. The booklet makes interesting reading for those wishing to see how exciting changes can be introduced within a more than averagely difficult context. And, of course, the ideas and approaches are more generally applicable than just to that context.

BYOP

BYOP Discussion Papers 1981

BYOP Employment and Youth Policy Conference

Brunswick Youth Options Project, The Hall, 173 Albion Street, Brunswick 3056.

In the last ten years, the Brunswick area of Melbourne has seen action and research on a staggering scale. Funds have been made available from dozens of sources, programs set up, organisations created and folded, educational, environmental and employment initiatives proliferate. Trying to draw together these strands, to review progress and plan desirable futures is a major task.

The Brunswick Youth Options Project (BYOP) attempted to do this in one area: "...it represented ... a chance for Brunswick to pause, and to attempt to put some order into fragile local coalitions of community and institutional responses to youth needs ..." writes Thea Bates in the introduction to these Discussion Papers.

A short review cannot hope to introduce the range of problems faced in these booklets, nor the responses made. The Discussion Papers review existing and possible organisational responses to youth needs and present recommendations - mainly in the form of drawing attention to areas for continuing work.

The BYOP Employment and Youth Policy Conference was held on November 4-5, 1981 and the collected papers document the addresses, the discussions and the small group views expressed. I came from that Conference confused as to what had been achieved. The papers do nothing to ease my puzzlement.

But they do provide an interesting insight into the thoughts, research and action in a unique community. Worthwhile reading. Copies of these reports are available from The Hall, 173 Albion Street, Brunswick 3056.

Leaving? Then what?

ΔΕΝ ΦΤΑΙΝΑΙ
ΑΥΤΟΙ

...IT ISN'T HAPPENING IN BRUNSWICK

LEAVING SCHOOL (\$3.60 post paid)

School-Work Program, Moreland High School, The Avenue, Coburg 3058.

The School-Work Program at Moreland High School provides one of the most exciting models for curriculum change. It works with students returning to school or continuing school in lieu of employment, and aims to connect student wishes for practical work education and credentials, with community needs. Thus students have been involved in a catering business, in remodeling and operating the school canteen, in a subscription and advertising agency for the school-based community newspaper *Ascolta* and so on. These enterprises have provided a model for schools throughout Australia, and have firmly existed within a youth participation, youth-valuing context from the start.

The project that has excited most attention, however, has been a survey of school leavers from Brunswick schools. This has been carried out in a number of phases, by participants in the program. It is a major piece of research, that is all the more astounding when it is realised that it was carried out by young people - who developed research design, interview, collation, computing and writing skills in the process of producing it.

The research had its roots in a small survey of school leavers from Brunswick Girls High School, carried out in 1973-4 and published in *The Urban School*, ed. L F Claydon (Pitman Pacific, 1975). This was picked up by Michael Hamel-Green, project officer for the BRUSEC schools, who surveyed most of the school leavers from Brunswick schools in 1976-7. The School-Work Program's survey is a more extensive and comparative study of school leavers of 1979. It looks at their destinations, the agencies to which they turn for help, their attitudes and hopes. The report was published by the School-Work Program in 1981 over the names of Field and Sullivan, the two student-participants who drew the research into its final report. It was entitled "...It Isn't Happening in Brunswick" as a commentary on the supposed 'resources boom'. Sadly, the report is already out of print, and if you can grab a copy somewhere, hang on to it - they are much in demand.

Two staff members with the School-Work Program, Graeme Jane and Rod Maher, have now produced a condensed and summarised version of the research report. "Leaving School" is presented in the four major community languages and aims to give the community of Brunswick information about the uncertain future that school-leavers face in accessible language. It succeeds admirably - it is clearly and directly written, pulls no punches, is presented attractively and is ultimately positive about the alternatives and responses that exist.

As the book is written for parents, school leavers, students and teachers, it is relevant to all school communities, throughout Australia, that want to disseminate information about leaving school, the changes in the economy that have affected that, and the three traditional options of employment, unemployment and further study.

The book also provides a model for similar action in other communities - action that does more than comment and review, but also intervenes in the positive ways that the book itself proposes.

The School-Work Program has copies of "Leaving School" available at \$3 plus 60¢ postage or bulk orders (25 or more) at \$2.50 plus bulk postage. An order form was included with the last issue of CONNECT.

It's not their fault
ZAMAN
DEĞİŞİYOR

Leaving school

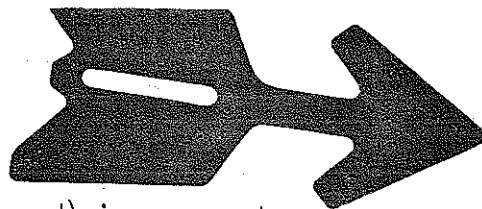
ΑΦΗΝΟΝΤΑΣ ΤΟ ΣΧΟΛΕΙΟ

LASCIARE LA SCUOLA

OKULU BIRAKMAK

RAK (THEATRE OF THE UNEMPLOYED)

RAK

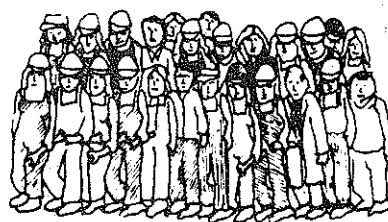


RAK is happening now! RAK (Theatre of the Unemployed) is a new theatre company consisting of three unemployed young people. Robert Glanville, Arthur Turner and Kim Harrington are at present rehearsing their first show as a company. The topic is Unemployment. The styles used to portray different aspects of unemployment are diverse but always entertaining.

The characters involved will make you laugh, feel angry, wonder and hope. You will be able to see what it means to become one of the "unemployed".

The show is an expression of the emotional problems and stress, as well as the economic and social effects of being on the dole, while at the same time offering some alternative ways of coping.

You can book RAK to come to your school or CYSS centre from May 24 to June 24. Bookings are essential, so just phone 370.7034 and ask for RAK. Don't miss this opportunity to see a positive side to unemployment! (Victoria)



Kangaroo Flat Tech

KANGAROO FLAT TECHNICAL SCHOOL SCHOOL-TO-WORK PROGRAM

The transition group is a group of 23 year 10 students, who are working on a block of land about 300 metres up the road from the Kangaroo Flat Technical School.

On the land is a big steel shed which is used for storing things in such as gardening tools, hanging baskets and work benches. It is also used for group discussions and making things in such as preparing food for when we have our barbecues and invite kids from other schools to come and have dinner with us - the brick barbecue was built last year.

We have about 80 garden beds, 20 of which have vegetables planted in them such as cauliflowers, radishes, lettuces and onions. The other 20 or 30 are ready to have vegetables planted and the rest have to be dug up properly and evened out. We did have a tomato patch but since the cold weather has arrived it's been pulled out. We are also in the process of making a hot house and a glass house.

In the transition group there are a lot of other different activities which we can do. First of all, we have a special projects section, which consists of writing newspaper articles (such as this one) for the school, a radio station called 3CCC with Mr Justin Shortall who is actually from 3CCC in Harcourt, and some work with video tapes and cameras with our video technician Mrs Hunter. Each Friday, the class splits up into groups and we all go and do our thing.

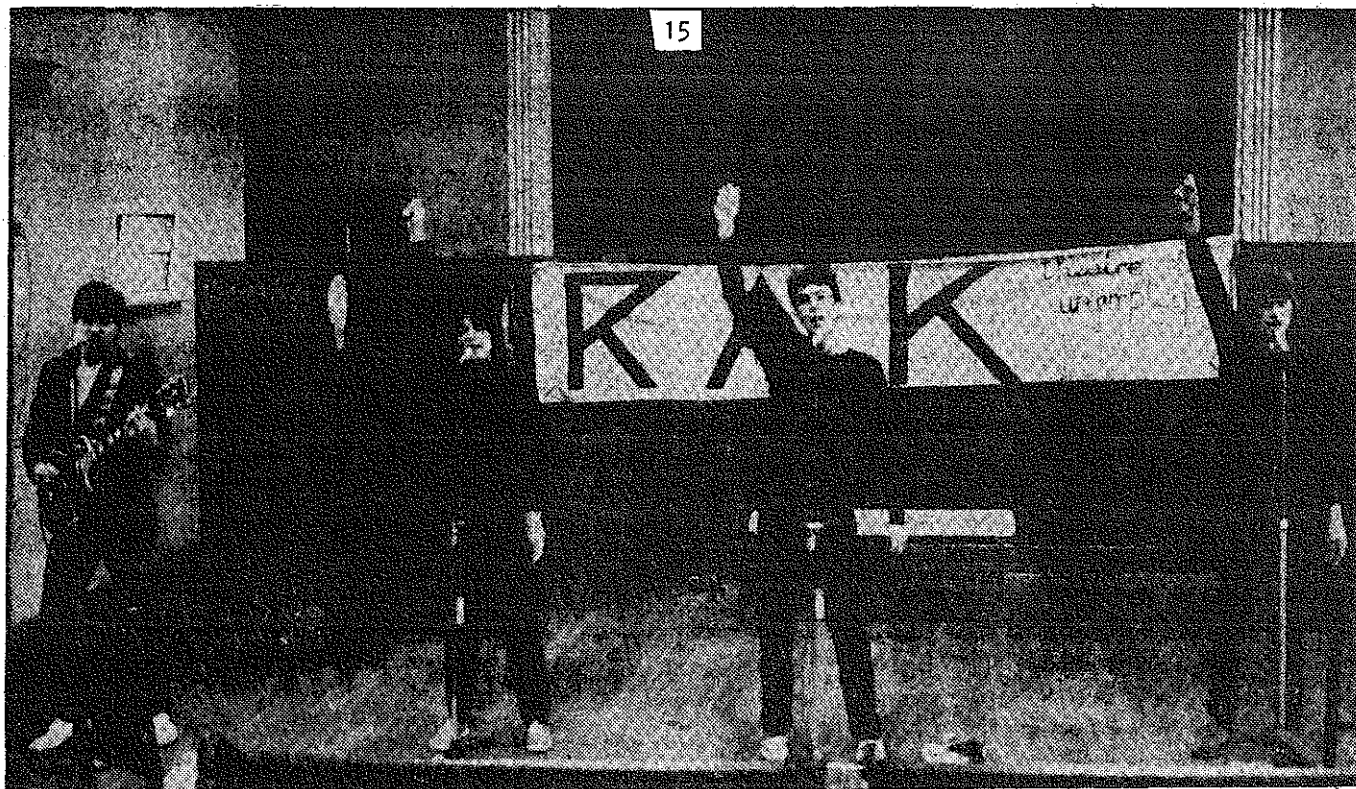
We have a cross-age tutoring section. This is where we split up and go into younger classes to help the teachers with things such as helping the kids spell, read and things the teachers usually do. We have a choice of which subjects we would like to help out with.

We go on a camp every term and also go on work experience in Melbourne and Bendigo.

Every now and again we have guests from other schools. Some come from Melbourne and some from Bendigo. Recently we entertained the students from the Eaglehawk High Transition Program to a barbecue lunch and on May 3rd, members from the Head Mistresses Association visited us and we provided them with a barbecue lunch also.

Well, from what I have told you, I hope you have got a fair idea of what the Transition Program is all about. By the way, it's not all fun and games - it also involves a lot of hard yakka.

Vanessa Gilchrist



A RAK theatre performance by (from left) guitarist Alan Palmer, actors Kim Harrington, Arthur Turner and Robert Glanville.

In harmony against 'enemy'

THE proud young sergeant-major strode across the stage tapping his right calf with his swagger stick.

Then he hurled his words at the audience, his "recruits": "You will not give in to the enemy! The enemy is unemployment." Another performance of RAK (Theatre of the Unemployed) was on its way.

Robert Glanville, 18, Arthur Turner, 25, and Kim Harrington, 17, have not given in to the enemy. In six months these three unemployed actors have formed their own theatre company, and have researched, written, rehearsed and performed their first show.

And RAK Theatre (the name comes from the initials of its members' first names) has even found a way to make its previous experience of unemployment pay. The 50-minute show is a series of sketches, scenes and songs about being unemployed. The players aim to take the production to schools and CYSS groups in the next three weeks.

Kim Harrington said: "We want to show unemployed people that you don't have to sit around and wait for something to happen. No one is going to bring anything to you."

The show embodies their message.

The three actors met through the WEST Community Theatre in Moonee Ponds. They acted together in a production of the rock musical 'Xenophobia'.

Ms Harrington said: "After 'Xenophobia' we were depressed because there was nothing to do. We got together and said, 'It seems that we are all unemployed. Why don't we do a show about unemployment?'"

They sought advice from Gwen Soares who had worked with them at the WEST Theatre. They knew she wanted to establish a theatre company for their age group. "She showed us how to research and get a show together," Mr Glanville said.

After four weeks of workshops, getting to know each other better and thinking about where they were going, they decided to set up their company and worked out a firm timetable for their first production. They spent four weeks on research, four weeks writing the script and four weeks rehearsing.

Mr Glanville said: "We started out with a series of questions to ask CYSS workers and participants, women's learning and self-help groups, the unemployed rights group, &c. We did workshops with the kids at Braybrook

High School and found out about their expectations."

They discovered what they already knew from their own experience, that unemployment is soul destroying. "Ninety-nine per cent want to work but there are no opportunities," Mr Turner said.

Ms Harrington said: "Drugs are a big thing, they are talked about a lot. There seems to be no choice because you're bored a lot."

While they were putting the show together, they did not apply for any funding. Mr Glanville said that there was no time, and it had seemed more important to get something done. They survived on good will and whatever they could beg or borrow.

It was the WEST Theatre that was their "fairy godmother", giving them rehearsal space and the use of props and a PA system. "They were given a free rein. It was pure encouragement. WEST'S really stuck their necks out. They never asked or checked on artistic policy and they put their name on all RAK's brochures and mailed them with their own," Gwen Soares said.

Staging the show has paid off already. The WEST Theatre has been so impressed with the way RAK had handled things that their talents have been hired for an-

other season of 'Xenophobia', which opens at the Playbox later this year. This time, however, Mr Glanville, Mr Turner and Ms Harrington will be employed full time at Actors' Equity rates.

After 'Xenophobia', RAK wants to continue to present plays about subjects which concern the unemployed. They hope that with the help of grants they can involve more of the unemployed. "We want unemployed people to come in and help us. We want to reflect their ideas, the ideas of those from year nine at school to those who have left school and a few years after," Ms Harrington had said.

Their experience had strengthened each of the actors individually. Mr Turner said: "It helped me fight against the helplessness, to regain my dignity in the sense of self-worth."

Mr Glanville said: "You can find employment if you want it enough. We have done it, and it's going to pay off."

It is all summed up in the last song of their show: "We won't let it get us down!"

For further information and bookings phone RAK Theatre on 370 7034. They are interested in taking their show to any school or CYSS group.

MATERIALS LISTING ... CONTINUED FROM PAGE 23

YWCA Report on Youth Involvement Process

Informer (Young Peoples Forum, Vic)

Regional Association of Student Government Newsletter, March 1982 (Dubbo, NSW)

Youth Affairs (Victorian Association of Youth Clubs) Vol 1 No 2

Brunswick Youth Options Project Papers (Brunswick, Vic)

Other Ways (Alternative Education Resource Group, Vic) No 4

YOUR COMMENTS

The School, Community and Radio Project (SCARP) is "alive and well", but has just survived its third (yes 3rd!) termination due to funding lapses. The crisis is now over for another 6 months and things are going well. Getting things going again and hustling up funding and new program material meant I have been rather insular lately and missed out on contributing to CONNECT 13-14 which I regret because SCARP is a damn good project and would have helped to add to what is, overall, a very healthy scene for youth radio work in public stations throughout Australia. Another problem is, of course, that 5MMM-FM is battling to survive and SCARP's energies are bound up in that funding problem too.... Well, enough excuses/reasons. I hope to make amends later this year with some articles and outlines.

Tony Easton
SCARP/5MMM-FM
56 Magill Rd.,
Norwood SA.

A committee has been formed in Woomera to establish a community radio station and we see student involvement as an essential part of our station's life. (We would be interested in) resource material on student involvement.

Rev. Leigh Wilson
PO Box 200
Woomera SA 5720

We are currently setting up a new radio studies course

Graeme Luck,
Newcomb High School,
Queenscliff Rd.,
Newcomb 3219

Issue 13/14 of CONNECT was a boomer and very topical (or very much of one topic). Radio is all the go although it is a bit of a struggle to get it off the ground at Fitzroy High School... As you may remember, we are on the verge of setting up a radio studio and design and layout area between Fitzroy and Princes Hill High Schools in the One C One building. Hopefully it will get going early next term provided that it's accepted through the schools.

We have a group of six students that have been spending one afternoon per week at 3CR this term, which has been successful except that the students are still having a hard time getting good quality tapes.

I'm also trying to get the masses enthused about a student newspaper and have made a start with two pages of Fitzroy stuff in the Fitzroy Voice (local paper) and four pages of Fitzroy High School articles in Yabberstick - a special centrefold supplement.

Sally Ingleton,
Fitzroy High School,
Falconer St.,
North Fitzroy 3068

The last issue (13/14) of CONNECT was great! It can serve as a really valuable resource for our "Schools Radio Project". I've told some teachers to get it and referred to it on some info. (Photocopy 099)

Ann Rudowski,
3CR,
20 Cromwell St.,
Collingwood 3066.

I thought I should reassure you that the reason my subscription to CONNECT had not been previously renewed was not due to loss of interest. I have only recently returned to Australia after spending over a year studying in the United States.

You may not be aware that our Queensland Career Education Association's newspaper, WORKOUT, had to be discontinued owing to lack of sufficient financial support. So I strongly empathise with your situation regarding CONNECT. I would not like to see another highly worthwhile publication 'go under'.

Bob Stevenson,
Curriculum Branch,
Department of Education,
PO Box 33,
North Quay QLD 4000

I am enclosing some back copies of SCRAPBOOK as I thought you could add them to your collection of school newspapers ... We have also had our budget cut! We are down to four copies a year instead of six, but we have an enthusiastic and capable team of students this year.

Josine Butler,
Upper Yarra High School,
Yarra Junction 3797

We would like you to have a copy of PANORAMA, a school/community newspaper produced by the students and staff of Westall High School. This is our first issue and we have planned two more editions for the rest of the year: July and October.

Emilius Muscella,
Westall High School,
Rosebank Ave.,
Clayton 3169

This year at Kangaroo Flat Technical School, 23 year 10 students are involved in a Transition from School to Work program, led by Mr Gerry Mansour. This program includes core subjects such as Humanities, Maths, Science, Graphics and Building Practice, plus a Land-Based Elective and a Special Projects Elective.

On the Land, students participate in vegetable growing, building glass houses, hot houses etc. As part of our special project, we are involved in writing newspaper articles. Other projects include video-tape and camera work, productions with Mr Justin Shortall from 3CCC and land based activities.

Wendy Hamilton,
Vanessa Gilchrist,
Scott Gill,
Michael Ward,
Kangaroo Flat Technical School,
Olympic Parade,
Kangaroo Flat 3555

I am the president of a group just formed at Numurkah titled "Youth Action". The group was formed as a follow up to the Search meeting held in Numurkah last October. There became apparent the need for some kind of youth group in Numurkah to study the youth in our town, their needs and how we can help them with the \$500 we have been granted.

Vivienne Fayers,
8 Thornton St.,
Numurkah 3636.

I am writing on behalf of the recently formed RASG (Regional Association of Student Governments) Committee. We represent the students of the Western region of NSW. The aims of our committee are to:

- * coordinate activities between schools;
- * promote effective relationships between students, teachers, administration, parents and communities;

- * faster development of new student governments;
- * to provide a communication link with and support for all the schools in the region.

In order to succeed in these aims, financial assistance is of the utmost importance. We would greatly appreciate any assistance you could offer us, as this Association can only consolidate and develop with the assistance of the community. Any contributions will be utilised by us for stationery and administration purposes.

For further information and donations, write to: John McKinnon,
RASG Correspondence Sec.,
C/o Orana Education Centre,
Darling Street,
Duhbo 2830 NSW.

CROSS-AGE TUTORING

Ann Borthwick of the Research Section of the Curriculum Services Unit of the Victorian Education Department, writes: "I am currently engaged in research on student tutoring with a view to preparing a publication on the subject for the Curriculum Services Unit." Ann is anxious to gather any relevant material on tutoring. She can be contacted at: Curriculum Services Unit,
234 Queensberry Street,
Carlton 3053. Ph (03) 347.2688

FRIENDS OF Y.P.

With the last issue, faced with a debt of over \$800, CONNECT asked for a range of "upper limit" subscriptions. A number of people responded generously, and we are able to continue - we only face about a \$200 debt on this issue. We still need financial support to continue and we renew our request for early renewal of subscriptions on the following basis:

*Ordinary subscription rate: \$5 a year
Patron Subscribers: \$20 a year
Supporting Subscribers: \$50 a year
Sustaining Subscribers: \$100 a year
Lifetime Subscribers: \$1000 - includes CONNECT for as long as it lasts.*

We gratefully acknowledge the support of the following:

PATRON SUBSCRIBERS (\$20 p.a.)

City of Sunshine, Sunshine, Vic.
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Jenny and Eddie Beacham, North Carlton, Vic.
Brian Couper, Lake Bolac, Vic.
Rebecca Coyle, Clifton Hill, Vic.
VASST, Balaclava, Vic.
Kensington Community High School, Kensington, Vic.
G & M Freeman and N & J Blencowe, Thornbury, Vic.
Transition Resources, Perth, WA.

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School-Work Program, Moreland High School, Moreland, Vic.

SUSTAINING SUBSCRIBERS (\$100 p.a.)

Queensland Career Education Association, Brisbane, Qld.

SCHOOLS IN RADIO

RADIO IN SCHOOLS

A BASIC BUT ADEQUATE RECORDING STUDIO FOR SCHOOLS

At the Schools in Radio Conference in December, 1981, Sam Grumont and Justin Shortall from 3CCC-FM described a school recording studio that cost \$2470. In the belief that this is too expensive for many schools, here is a listing of equipment which will give an adequate performance at considerably reduced cost. Performance of this recommended combination will certainly be adequate for broadcasting.

In the next issue of CONNECT, I will give an outline of how to construct and lay out the actual recording area itself.

1. Mixer : Ralmar Model MM4: \$190.

A cheap unit which has adequate performance. It handles two microphone inputs, two turntable inputs and two line inputs. So it can handle all the inputs we need. It has an equalizer, cueing and good metering. I believe it is excellent value for money.

Suppliers: Rod Irving Electronics.

2. Turntables: Technics AS-230. Two needed: \$160 each.

Actually any direct-drive turntable is suitable, but it must be manual so that you can easily back-cue the record. Direct Drive is needed to obtain a rapid start of the turntable when you switch it to air.

Suppliers: Natsound.
Douglas Hi-Fi.

3. Microphones: Superscope EC-7 Cardioid: \$46
Superscope EC-1 Omnidirectional: \$12

I suggest one EC-7 and three EC-1s. These microphones have good quality sound, are rugged and proven. Use the EC-7 in noisy situations, as it is directional in its sound pick-up. The EC-1s pick up sound from all around.

Suppliers: Everything Audio.

4. Reel-to-reel Tape Recorder: TEAC A 3300 SX: \$450

This is by far the best value reel-to-reel tape recorder around. It has two speeds, 3 3/4 ips and 7 1/2 ips, is rugged, has excellent spares and servicing, is reasonable for editing and is well proven in use. Having said that, the bad news is that this unit is no longer available new and equivalents look to be over \$1000! I believe it is worth picking one up from the Trading Post even if new heads are needed. I really believe you cannot beat them for value. The TEAC A 2300 SX is also suitable, but can only accommodate the smaller 7" reels.

(Ex) Suppliers: Douglas Hi-Fi.
TEAC.

5. Cassette Tape Recorder: Superscope C-206 LP \$140.

Buy two, one for studio use, one for outside use. These units have manual record level control, audible fast forward and reverse (for cueing), external microphone inputs (use the Superscope microphones). If you can afford it, the Superscope CD 330D is an excellent unit, with stereo, dolby, 3 heads.

Supplier: Douglas Hi-Fi.

6. Microphone Stands: Radio Parts and Maruni: \$45 each.

Make sure they have a heavy base and a boom to allow easy microphone placement.

Suppliers: Radio Parts.

Maruni

Everything Audio

7. Monitor Amplifier: \$100

Any domestic stereo amplifier will do.

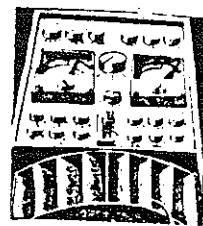
8. Monitor Speakers: \$150

Sound will not be brilliant at this price. Many schools will have units that will be suitable.

9. Headphones: \$50

Get a good quality pair; use them to listen critically to the quality of your production. Sennheiser are still about the best.

Supplier: Radio Parts.



The above pieces of equipment are basic for an adequate sound quality. I have not suggested buying a cartridge record/replay unit. While they dramatically expand production capabilities, they are also unbelievably expensive, over \$3500!

Address of Suppliers in Melbourne:

Rod Irving Electronics, 425 High Street, Northcote.	489.8131
- helpful, a wide range of electronics bits and pieces.	
Radio Parts, Spencer Street, Melbourne	329.7888
- big, impersonal, but a huge range of just about everything.	
Everything Audio, 136 Langridge St., Collingwood	417.1644
- helpful, specialists in broadcasting-type equipment.	
TEAC, 115 Whiteman Street, South Melbourne.	699.6000
- excellent spares and service.	
Douglas Hi-Fi, Bourke Street, Melbourne.	663.2211
- impersonal, but competitive prices.	
Natsound, 241 Elizabeth Street, Melbourne	67.8158
- competitive prices.	
Maruni, 297 Williamstown Rd., Port Melbourne	645.2079
- out of the way, but a wide range of audio equipment at competitive prices.	

Next issue of CONNECT: the basis of actual studio construction.

Good luck.

Chris Holliday
3CR Technical Coordinator,
20 Cromwell St.,
Collingwood 3066.

RADIO IN THE CURRICULUM: SOME IDEAS

WORKING WITH THE 'MEDIA': Teacher's Handbook of Suggested Activities.

Trial Materials, May 1979; Curriculum Centre, Education Department,
57 Brisbane St., Hobart, Tasmania 7000. (57 pp)

This draft document from the Tasmanian Education Department contains a wealth of ideas for classroom activities around the various media. The Preamble warns that they are for experimental use only "and not for general distribution".

Within the areas of Audio-Visual Media, Print Media and Sound Media, sections are included on "Techniques", "Topical Issues", "Advertising", "Presenting Information" and "People in 'media'". For example, within the "Sound Media" area, there are 28 activities suggested. Not all are 'hands-on' activities, but they provide a useful range of starting ideas.

CONNECT holds a single copy of this Handbook should you wish to see it.

CONNECT ON 3PBS~FM

CONNECT has taken over organisation of the Student Access Breakfast Program on PBS-FM in Melbourne. The Program (8 - 10 am Sundays on PBS: 107.7 on the dial) is about Youth Participation - in more ways than one.

Firstly, the program provides the opportunity for school students to make their own programs, to present music, interviews, information, views, creative work and so on. They learn production and presentation techniques as well as making their opinions known.

In recent weeks, music programs on the Human League, Fleetwood Mac, Neil Young, Jackson Browne, Tom Waits and so on have been featured, and spoken-word segments on Easter customs, football, war, school-community newspapers, youth and holidays have been included.

Secondly, the program features news of youth participation projects throughout Australia. Radio presentation is one example and the Breakfast Show includes news of tutoring, publication, governance, school-to-work transition projects and so on.

It is hoped to encourage students from many schools in the metropolitan area of Melbourne to become involved during the year. This may include live-to-air presentations or pre-taped program segments.

If you'd like to take part in the Student Access Breakfast Show, or know of someone who would, contact CONNECT at 12 Brooke Street, Northcote 3070 or leave a message at PBS: 534.8355 (Victoria).

And listen in - we'd like your opinions and reactions to the program.

SRAP ON 3CR

If you've read CONNECT before, then you don't need to be convinced of the importance of understanding and using the media.

3CR has been allocated funding (by TEAC) to continue the earlier initiatives of Rita Chiodo. Two part-timers (Bruce and Ann) have been donned "Education Officers" to run a SCHOOLS RADIO ACCESS PROJECT.

The aims of the program are to demystify the media through direct contact with it, to encourage Media Studies (in practice and theory) in schools, and to get students to determine, contribute to and put radio material to air.

There are two programs whereby students can put material 'on air'. Any individuals or groups of students can participate.

A Note to Students and Teachers

To the STUDENT: if you'd like to study aspects of the media then talk to your teachers about it ... read on.

To TEACHERS: if you're including media as part of your curriculum, then we can offer suggestions, resources and facilities to you.

Some of the activities that students have been involved in so far include: radio panel training, work experience, taped interviews, record reviews, short stories, radio plays, covering topics of interest, music, running quizzes etc.

Any subject area teachers can get involved. See CONNECT, issue 13/14, 1982. So ...

Who to contact? Bruce or Ann.

Where? 3CR (837 on your radio dial), 20 Cromwell St., Collingwood 3066.
Phone: 419.8377

When to listen? Tuesdays 2 - 3 pm "Freeform"

Wednesdays 4.45 - 5.30 pm "Behind the Shelter Shed"

Why? 'Cos we want to hear the voices of students and see YOU involved behind the scenes.

Ann Rudowski

Ghosts hit the radio



THERE'S a street in Canterbury which has been echoing with ghosts' howls and witches' screeches for the past two weeks, as some of the residents rehearse their parts for a Ghosts and Witches programme on Children's Radio (4.45 pm Monday and Thursday on 3CR).

Children's Radio, which began on 3CR only last month, is using its two weekly timeslots well. Monday's programme is devoted to a serial, at present an unpublished story called *Bozo Walks Home*.

The Thursday programme is kept for riddles and games, usually around a theme. Today the theme is *Bikes*, next week it's *Ghosts and Witches*, scripted by third-year student Annemarie Buttifant.

But with *Ghosts and Witches*, the show's producers (staff and students of the Institute of Early Childhood Development) had a problem. They had their two regular presenters, Serge Denardo and Toni Trewenack (who as Toni Pincus used to be on Kindergarten of the Air) — but they needed some people to make ghostly witchy sounds.

So Cathy Neil, who has been reading *Bozo Walks Home* in the Monday programmes, asked some friends from Canterbury to come and help out.

Michael Wilson, 7, Edward Teele, 9, Emma Woolley, 7, and Emily Neil, 9, all students of Balwyn Primary School, made very convincing ghosts and witches. Emily's cackle has to be heard to be believed.

"I could see right down Emily's throat to her feet," said Dorothy Richard, who wrote the ghost story *Ellen's Project* which we'll also hear on Thursday afternoon.



GHOSTLY howls from Emily Neil, Michael Wilson, Edward Teele and Emma Woolley.

During the recording, Edward, Emma, Michael and Emily asked ghostly, witchy riddles, while Serge obligingly got all the answers wrong.

EXAMPLE (asked by Michael):

"How can you tell twin witches apart?"

"You can't, because you can't tell which witch is which witch which witch which . . ."

All four said they liked radio acting better than being on stage, because you can't see the audience looking at you.

And Michael has another suggestion, for people who want to make scary radio plays. He makes spooky sounds, "squeaking doors, squealing cats and screaming witches", on his violin.



CHILDREN'S RADIO ON 3CR

At last, a radio program for primary school age children!

The Institute of Early Childhood Development is producing a twice-weekly program on 3CR, catering especially for primary school children.

The program is lively and informal, with stories, songs, interesting information, jokes and riddles, a serial, 'what's on in Melbourne' — and plenty of opportunity for listeners' contributions. It is produced by staff and students at the IECD.

Time: Monday and Thursday 4.45 — 5.00 pm

Station: 3CR: 837 on your radio.

MATERIAL AVAILABLE

1. Articles

We continue making photocopies of the following articles and documents available:

NUMBER	NAME/ABSTRACT	PAGES	PRICE
099	Schools Media Access Project (3CR, Vic.)	2pp	0.40¢
100	Regional Association of Student Governments Newsletter - March 1982 (Dubbo High Schools, NSW)	10pp	\$1.00
101	Young Peoples Forum/National Youth Council of Australia - packet	10pp	\$1.00
102	3CCC-FM packet:		
102.1	Sponsor Information	2pp	0.40¢
102.2	Access Information	2pp	0.40¢
102.3	Subscriber Information	2pp	0.40¢
102.4	Licence Application	80pp	\$8.00
102.5	Programmer's Manual	45pp	\$4.50
102.6	Radio Waves	24pp	\$2.40
	packet:	155pp	\$15.50
103	Student Initiatives in Community Health (SICH) (NSW)	5pp	0.50¢
104	"Is Your School Doing Its Job?" - lessons from the Foxfire experience - Eliot Wigginton	7pp	0.70¢
105	Cross Age Tutoring Program at Brunswick East High School - Roger Holdsworth, 1977. (an old article unearthed recently)	12pp	\$1.20
106	Video-taping Mock Interviews - Production-Line Style - Dennis Potter, Regional Educational Technologist, South Eastern Regional Education Office, Mt Gambier, SA.	2pp	0.40¢

2. Publication Projects:

STUDENT PUBLICATIONS: AUSTRALIAN

Paddlewheel (Wilcannia, NSW) Vol 7 Nos 5-16 March - May 1982
 Ascolta (Brunswick, Vic) Vol 9 Nos 1, 2 March/April, May 1982
 Profile (Sunshine, Vic) Vol 5 No 1 May 1982
 Yabberstick (Princes Hill, Vic) Issue 1 1982 May 1982
 Fitzroy High School Supplement to Yabberstick (Fitzroy, Vic)
 Mallacoota Mouth (Mallacoota, Vic) Nos 256-266
 Panorama (Westall High School, Vic) 1st Issue
 Scrapbook (Upper Yarra HS, Vic) Vol 3 Nos 2-5 (1981) Vol 4 No 1 (1982)
 Four Walls (Baltara, Vic) 2nd edition March 1982
 Karnu 2 (Essendon, Vic) Issue No 7 May 1982

STUDENT PUBLICATIONS: OVERSEAS

Bittersweet (Lebanon, Missouri, USA) Vol 9 No 2 Winter 1981
 Salt (Maine, USA) Poster and information on summer workshops
 Exploring Hunterdon's Heritage (New Jersey, USA) Vol 2 Winter 1982
 Foxfire (Georgia, USA) Vol 15 No 4 Winter 1981 - Woodstove Cookery

3. Other Sources:

Hands On (Foxfire, Georgia, USA) Vol 5 No 2
 Transition Resources Newsletter (Perth, WA) Vol 2 Nos 1, 2
 Network (Sydney, NSW) May 1982
 Chalkface (Curriculum Services, Carlton, Vic) Vol 2 No 1 March 1982
 Media 3 (Rusden State College, Vic) Nos 6-14

PHOTOCOPY: COMPLETE: RETURN:



PHOTOCOPY this page; COMPLETE all the details; RETURN it to:

CONNECT,
The Newsletter of Youth Participation in Education Projects,
12 Brooke Street,
Northcote. 3070. Victoria.

MATERIALS AVAILABLE:

I enclose \$ for the following (postage included in all items):

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| <input type="radio"/> LEAVING SCHOOL (Moreland S.W.P.) | \$3.60 | <input type="radio"/> #4 \$2.00 | <input type="radio"/> #11 \$3.00 |
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| <input type="radio"/> RADIO CONFERENCE PAPERS | \$2.00 | <input type="radio"/> #6/7 \$3.00 | <input type="radio"/> #13/14 \$5.00 |
| <input type="radio"/> YOU AND AUNT ARIE - Advance Order (send no money yet) Approx. \$10.00 | | | |

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